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ABSTRACT

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing fifth grade social studies curriculum. The 12 lessons cover the following concepts: responsibilities, rules and laws, involvement vs. noninvolvement, crime and crime prevention, felonies and misdemeanors, and juvenile delinquents. The lessons deal with: (1) peer group pressure as it conflicts with a parent's restrictions; (2) the importance of rules and laws and how to aply them to effective good citizenship; (3) the issue of involvement vs. noninvolvement when confronted with a violation of the law; (4) crime in the community and what happens to someone who is charged with committing a crime; (5) serious crimes as felonies and their consequences; (6) the difference between a felony and a misdemeanor offense and their consequences; (7) how laws affect juveniles; and (8) how one can become a better citizen. Each lesson includes a purpose statement, concepts to be learned, time needed, student objectives, suggested activities, and evaluation criteria. Activities include discussion questions, vocabulary and writing exercises, drawing exercises, case studies, brainstorming questions, and questions for critical thought. (NQA)

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CITIZEN ME

An Experiential Curriculum

for

Citizenship Education

Level Five

Merri Gutierrez

Harris County Department of Education
Office of County School Superintendent
George M. Crowson, Superintendent
1979

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RATIONALE

CITIZEN ME

A broad goal of this project is the development of a curriculum integrating concepts of basic citizenship education with community involvement. The content and processes include such strategies as case studies, general information regarding the law, brainstorming, questioning for critical thought, decision making and valuing. This experiential curriculum provides a means of implementing the present social studies requirements that decision making and critical thinking skills be developed within the existing social studies curriculum. Additionally, an understanding of rights, liberties, and obligations of citizens; the development of outcomes identified in crime and drug education; understandings of the free enterprise system; and the application of values that lead to skill in human relationships and effective citizenship are contained in the broad scope of the project, grades K-8.

STUDENT OUTCOMES

Students should be able to:

1. Understand and demonstrate the basic elements of responsible citizenship.
2. Explain the importance of rules, leaders, and laws.
3. Develop and use criteria for voting based on desired leadership qualities.
4. Demonstrate responsibility in relation to following rules and/or laws.
5. Define crime in their own terms and give examples.
6. Describe responsibilities for crime prevention. (i.e., locking doors in cars, home; not talking to strangers or accepting rides from strangers; not leaving lunch money around; locking bicycles, putting names on personal items.)
7. Relate their understanding of crime to that of responsible citizenship.
8. Comprehend the realities of consequences of breaking rules and of criminal or delinquent behavior.
9. Demonstrate an understanding of local problems by becoming involved in the community.
10. Value the worth and dignity of self and others.
11. Display a positive attitude or respect toward their country and participation in the American political system.
12. Use models for rational decision making.

    Gather facts to aid in making difficult decisions involving conflict.

    Clarify alternative choices and consequences in decisions to be made.
13. Use the skills of:
    A. Locating and organizing information.
    B. Drawing inferences and tentative conclusions from data.
    C. Formulating and applying generalizations to new situations.

LESSON ONE

FIFTEEN BUCKS

Purpose: The child will deal with peer group pressure as it conflicts with a parent's restrictions.

Concept: Responsibility

Time: 45-60 Minutes

Objective: Students will state the consequences of breaking rules by writing a short paragraph.

Activities:

1. Introduce the problem in the story by asking the group whether they have ever been in a position where they have to decide whether to obey their parents or to go along with what friends are urging them to do. Tell them the story you will read to them deals with this type of situation but it has no ending. Tell them to listen very carefully and think of how the story should end.

2. After listening to the story find out how many in the group think the money and the wallet should be turned in and how many think only the wallet should be returned. Put the tally in a visible place.

   Discuss:

   What do you think Jerry will say?

   Why do you think he will say that?

   What could happen at this point in the story? How do you think Jerry is feeling?

   What should Jerry do? Why do you think he should do that?

   How would you feel if you were Jerry?

Evaluation: Students will express a solution to the story by writing a short paragraph telling what happens when we break rules.

Additional Activities:

1. Make two columns on the board and title them "Responsibility" and "Irresponsibility." Write vocabulary words and phrases associated with each and have the students write sentences with them.

2. Make a glossary of terms used in the lesson which are related to responsibility.

FIFTEEN BUCKS

The boys were gathered at the clubhouse. Jaime had called the special meeting and he was the only one late. Finally, he rushed in. His eyes were sparkling as he said, "It's all set, but we need fifteen bucks from each of you guys tc reserve the cabin."

Jerry's mind wandered...mountain climbing, swimming, hiking, fishing... On and on his mind raced. Alley's State Park. What a trip!

But fifteen dollars! Well, he had eight dollars saved and his newspaper route paid four dollars tomorrow. "I'll have twelve dollars tomorrow and I can come up with three more over the weekend somehow."

"Great!" And they all said their goodbyes. They all went home excited. Jerry couldn't wait to tell Dad about the trip.

The family was getting ready for dinner when Jerry came in. They all sat down and everyone seemed to be in a good mood. Great timing, thought Jerry.

"Dad, I need my eight dollars I have saved up for our club's trip to Alley's State Park."

Mr. Slawson frowned. "We agreed to a camping trip but that money was meant to be saved."

"But, Dad, I have to have it and I have to go," said Jerry. "The club's depending on me; I have to put in my share. We can't reserve the cabin without my money in the pot. Please, Dad, we gotta do it." Jerry was pleading now.

"Wait a minute," Mr. Slawson said. "Listen, Jerry, all your life you'll be wanting to do things that cost money, and all your life you'll have friends depending on you, but you have to learn now that the best place for your money is in the bank."

"But, Dad, they're all depending on me!"

"Son, "I'm going to give you two dollars spending money like always and you can save from that, but the rest goes to the bank."

"Daddy, please."

"That's final, Jerry."

He left the table and ran to his room where he stayed until morning. All night he plotted ways to make the fifteen bucks.

Next morning, he dressed and went to Mr. Adamo's house to pick up the papers for his route. He loaded his bike carrier and took off. When all the papers were delivered he rode over to the clubhouse. Eddie was the only one there.

"Did you get the money? Here's mine. Don't fifteen ones look like a lot?"

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Jerry told Eddie what had happened the night before. Jaime came in and listened also. "This ruins the whole deal! What are we going to do now?"

After moping awhile the guys decided to go see Ellis, a friend who had broken his leg a week ago. At the hospital, they asked directions and got into the elevator and punched nine. It was Jerry who saw the wallet and picked it up.

"Wow, look inside. Maybe this will solve our problem," said Jaime.

In the wallet were a ten, a five, and four ones.

"We have to turn this in at the lost and found desk."

"No, first we take the cash, it can't be traced. We'll say that when we found it there wasn't any money in it."

Jerry swallowed hard and said.....

LESSON TWO

STUDENT RULES

Purpose: Students will explain the importance of rules and laws and apply them to effective good citizenship.

Concept: Rules and law

Time: 60 Minutes

Objectives:

1. Student will explain the importance of rules and their effectiveness on people.
2. Student will apply the understanding of rules to determine if a rule is good for the people it affects.
3. Student will demonstrate an ability to defend or reject a rule by using at least two logical arguments.

Activities:

1. Elicit some rules from the students by asking, "What are some different kinds of rules we follow?" (Write on board or butcher paper. Accept all answers, stopping only for clarification when needed, i.e. "Tell us a little more about that." "Explain that a little more.")
2. Group the rules listed:
   a. Which of these rules could go together because they are alike in some ways? Write them in groups as given. (Get the reasons for grouping the rules the way they do.) How do you see these rules going together?
   b. Based on the reasons we put these rules together, what could we call these groups - take one group at a time and put several labels for the groups.

SAMPLE CHART
(Possible groupings)

HOME

1. Pick up and put away toys.
2. Wipe your feet before you come in the door.
3. Go to bed on time.
4. Brush your teeth.

SCHOOL

1. Be on time.
2. Do not run in the halls.
3. Stand in line properly.
4. Be respectful to everyone.

COMMUNITY

1. Look both ways crossing streets.
2. Never trespass on other people's property.
3. Never take anything from a store without paying.
4. Never drink while you drive.

3. Let's look at these rules (or groups of rules). What could happen if no one followed these rules? Get responses for many of the rules listed.

4. Let each student choose one of the rules you have posted or let them make up a new rule or law on their own. Tell students to write a paragraph explaining why it is important to follow this rule. Student will explain what would happen if we did not follow them. The rules can be as basic as "Brush your teeth" to "We should not steal." Give the students about twenty minutes.

5. Review as many of the paragraphs as possible. Let the group decide if the rules are worthwhile. Hopefully, you will find a rule that is ineffective and needs to be changed (even if teacher is the one who has to include it). Let the students know that sometimes because people and things change, rules need to change too. Again, empnasize the role of rules and laws in our everyday life.

Evaluation: Develop a new rule and write it on the board. The students will draw a picture or write a paragraph defending or rejecting the rule.

LESSON THREE

HARD DECISION

Purpose: Students will deal with the issue of involvement vs. noninvolvement when confronted with a violation of the law.

Concept: Involvement vs. noninvolvement

Time: 40-60 Minutes

Objectives:

1. Students will role-play conclusions to a story.
2. Students will make judgments and decide whether to become involved when they see a violation of the law.

Activities:

1. Tell the students that you are going to read a story to them about a girl just their age who has a problem. Lisa is presented with a situation she has no control over and she can't decide what to do. Listen closely and see if we can help Lisa. Read the story aloud.
2. Ask the students a few questions:

   "What has happened in this story?"

   "How do you think Lisa feels?"

   "Why do you think she feels this way?"

   "What do you think will happen now?"

   Take many responses. Choose one solution and discuss what Lisa would do and how she would feel.
3. Role-play the solution presented. Let volunteer's role-play what Lisa would say to the security guard and what she would say when she got to her brother. When the role-play has reached a solution, ask some questions.

   "Why did she choose this solution?"

   "How does Lisa feel now?"

   "What could happen to Lisa?"

   "What should happen to Sara now?" Why do you think so?"

   "If you were Lisa, what would you have done?"

   "Name some other ways Lisa could have handled this situation."

Evaluation: Divide the class into teams and let each team select a spokesperson. Let each team choose a different solution and defend it.

"Which of the solutions do you think is best for Lisa? Why?"

"What is likely to happen if she does this?"

"Will anyone be unhappy with this solution?"

"Why do you think that?"

"What do you do if you can't make everyone happy?"

"Where in the story could Sara have been stopped so that she might not have gotten involved in shoplifting?"

HARD DECISION

Recess was over and everyone was coming into class from the restrooms and water fountains. The bell would ring in fifteen minutes and the weekend would be here. Over the loudspeaker, the principal, Mr. Land, said, "Children, may I have your attention, please?" This is Friday and the PTA is selling popcorn and snowcones at the north gate by the bicycle racks. If you plan to help the PTA do wonderful things for our school, be sure to have your 15¢ ready when you leave. Thank you, children, have a nice day."

Lisa looked in her pencil bag and then plopped down onto the floor to search her desk. Nothing. She couldn't have lost it. She knew it was in her pencil bag before recess. Where was her money? She looked over at Sara who was rolling three nickels across her desk. Sara grinned and put the money away when she saw Lisa looking at her.

Lisa jumped up and ran over to Miss Vera's desk. "Miss Vera, Sara stole my snowcone money."

"Easy, Lisa. The money has probably been misplaced," Miss Vera said calmly.

"No mam, I put it in my pencil bag and now it's gone."

"You've searched your desk area carefully?"

Yes. S....Sara stole it! I know she did."

Just then the bell rang and everyone jumped from their seats and yelled goodbyes to each other and Miss Vera.

"Sara," Miss Vera called, "Can you stay a moment? "Lisa tells me that some money is missing from her desk. Do you know anything about it?"

"I saw her get change at lunch. That's all I know."

"You stole it!" Lisa cried out.

"The heck I did!"

"You took it from my desk before I got back from recess."

"I didn't and I can prove it. Carrie and I went to get an extra drink and we came in after Lisa did. You can ask her."

Carrie was already gone. "Well," said Miss Vera, "that seems to settle it. You can go now."

As she left, she looked triumphantly at Lisa.

"You and Sara don't get along well, do you, Lisa?"

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Lisa shrugged.

"You seem to dislike her and you're too ready to jump to conclusions. You shouldn't try to get even that way. I don't like for people to be tattletales."

Lisa held back the tears and bit her lip. "Yes mam," and she turned and walked out of the classroom.

On the way home she saw Sara across the street with a snowcone. Sara yelled, "Sucker!" Lisa cried inside. That liar, she thought as the knot grew in her stomach.

Saturday mornings were fun, but this one was really going to be a great one. Lisa and her brother were allowed one Saturday matinee a month and today was the day. They would spend the morning at the mall and the afternoon at the theatre. Each of them had five dollars to do with as they wished.

From far away Lisa spotted Sara and her mother. They were at the jewelry counter trying on bracelets. Sara looked around and slipped two bracelets into her coat pocket.

Sara was shoplifting! Lisa didn't know what to think. She had to get away from Sara. She turned to run away and find her brother when she bumped into the security guard....

LESSON FOUR

IS IT A CRIME?

Purpose: Students will relate their understanding of crime in the community.

Concept: Crime

Time: 45-60 Minutes

Objectives:

1. Students will define a crime when presented with evidence.
2. Students will state possible consequences involved in certain crimes.

Activities:

1. Write these words on the board and read them:

crime	misdemeanor
guilty	delinquent
damage	trespass
felony	punishment
shoplift	juvenile
intent	arson
justice	

Ask the children where they have heard most of these words (TV, police shows, news stories, etc.) Ask them what they think the words mean. (Give each student a dictionary. They will be used to find the meanings of words in the following game. Tell the students they will play "Crime Find" and use the dictionaries.) Look up each word and see if it differs from what you think it means.

2. Students can write sentences on the board to show their comprehension of the vocabulary words, if time permits.

Evaluation: To be found at end of Lesson Five.

LESSON FIVE

IS IT A CRIME? - CONTINUED

Purpose: Students will relate their understanding of crime in the community.

Concept: Crime

Time: 45-60 Minutes

Objectives:
1. Students will define crime when presented with evidence.
2. Students will state possible consequences involved in certain crimes.

Activities: Tell the students they are going to read some stories and see if they can find a crime that has been committed in each one. They will then try to define the crime in each story and talk about what they think the proper punishment in each one is. On transparencies, show the students the following stories. Read them aloud together. Use the follow up questions after each story.

STORY ONE

It is Halloween night and Tom and Jerry are going door to door collecting candy. Both boy's bags are nearly full. They knock on Mr. Tomason's door and he yells, "Get off my property!" The boys decide that no treat means Mr. Tomason must get tricked. The boys turn over the garbage cans in his yard and trample his flower beds. The boys leave laughing and shouting, "Trick or treat!"

Questions for Story One

1. What did the boys do?
2. How was the property damaged?
3. Do you think Tom and Jerry are justified in tricking Mr. Tomason? Why do you believe that?
4. Did the boys intend to do the damage?
5. Were the boys trespassing?
6. Did the boys commit a crime?
7. What could happen to the boys?
8. What do you think should happen? Why?
9. Should the boys pay for the damages? (Optional: this may come out in #8.)

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STORY TWO

Saturday matinees are fun and the movies are always neat. It's hard to decide which one to see. Some children don't have money and they sneak into the theatres. They can't buy popcorn and drinks but they do enjoy the movie.

Questions for Story Two

1. Is it alright for children to sneak into the movies if they don't have the money to pay?
2. What are some other things the children could do?
3. How do you think they feel when they sneak into the movie?
4. What could happen to them when they sneak into the movie? (Have they committed a crime?)
5. What do you think should happen to people who sneak into movies if they don't have the money? Why do you think that should happen?

STORY THREE

Billy is five years old. He found some matches his father had dropped under a table. He started playing with them and started a fire. The fire burned three apartments and seriously burned two people. Billy was lucky he was not hurt.

Questions for Story Three

1. What did Billy do?
2. Would this be considered a crime? Arson? What causes you to think that?
3. What could have been done to prevent this from happening? Who do you think is at fault?
4. What could happen to Billy now?
5. What should happen to Billy?
6. Who should pay for the damages if this was an accident?

STORY FOUR

Irene is eleven years old. She wants very badly to become a member of the girls' club in her neighborhood. The initiation for the club is to go into a department store and shoplift a piece of jewelry for the girls to share. It is four-thirty and Irene walks into a Sears store. She steps up to the jewelry counter and very carefully looks around. When no one is looking she drops a bracelet into her coat pocket. She starts toward the door when a man stops her. He is a plain clothed security guard.

Questions for Story Four

1. What happened in this story?
2. Why do you think Irene took the bracelet?

3. Did Irene commit a crime? (Is shoplifting a crime?)
4. What could happen to Irene at this point in the story?
5. What about her friends — are they responsible for this action too? How?
6. What should happen to Irene?
7. What do you think the other girls in the club will learn from this?

Keep in mind that some of these questions do not have right or wrong answers. They are included to stimulate thinking so that the students can formulate their own opinions and think about consequences of certain deeds.

Evaluation: Divide the students into groups of three. Have students write a short story similar to those presented in the lesson. Discuss the stories and their conclusions with the class.

STORY ONE

IT IS HALLOWEEN NIGHT AND TOM AND JERRY ARE GOING DOOR TO DOOR COLLECTING CANDY. BOTH BOYS' BAGS ARE NEARLY FULL. THEY KNOCK ON MR. TOMASON'S DOOR AND HE YELLS, "GET OFF MY PROPERTY!" THE BOYS DECIDE THAT NO TREAT MEANS MR. TOMASON MUST GET TRICKED. THE BOYS TURN OVER THE GARBAGE CANS IN HIS YARD AND TRAMPLE HIS FLOWER BEDS. THE BOYS LEAVE LAUGHING AND SHOUTING, "TRICK OR TREAT!"

STORY TWO

SATURDAY MATINEES ARE FUN AND THE MOVIES ARE ALWAYS GREAT. IT'S HARD TO DECIDE WHICH ONE TO SEE. SOME CHILDREN DON'T HAVE MONEY AND THEY SNEAK INTO THE THEATRES. THEY CAN'T BUY POPCORN AND DRINKS BUT THEY DO ENJOY THE MOVIE.

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STORY THREE

BILLY IS FIVE YEARS OLD. HE FOUND SOME MATCHES HIS FATHER HAD DROPPED UNDER THE TABLE. HE STARTED PLAYING WITH THEM AND STARTED A FIRE. THE FIRE BURNED THREE APARTMENTS AND SERIOUSLY BURNED TWO PEOPLE. BILLY WAS LUCKY AND HE WAS NOT HURT.

STORY FOUR

IRENE IS ELEVEN YEARS OLD. SHE WANTS VERY BADLY TO BECOME A MEMBER OF THE GIRLS' CLUB IN HER NEIGHBORHOOD. THE INITIATION FOR THE CLUB IS TO GO INTO A DEPARTMENT STORE AND SHOPLIFT A PIECE OF JEWELRY FOR THE GIRLS TO SHARE. SHE STEPS UP TO THE JEWELRY COUNTER AND VERY CAREFULLY LOOKS AROUND. WHEN NO ONE IS LOOKING SHE DROPS A BRACELET INTO HER COAT POCKET. SHE STARTS TOWARD THE DOOR WHEN A MAN STOPS HER. HE IS A PLAIN CLOTHED SECURITY GUARD.

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LESSON SIX

FIRE! FIRE!

Purpose: To find out what happens to someone who is charged with committing a crime.

Concept: After the crime.

Time: 45-60 Minutes

Objectives: Children will list the events telling what happens after someone is charged with committing a crime.

Activities:

1. Review with the group why we must follow certain rules and procedures. Let the children tell you why rules are important. Ask what happens when rules are broken. Reflect on past lessons for some answers.

2. Tell the children we are going to find out what really happens to someone who is charged with a crime. From a transparency, show the following fact history. Tell the children it is similar to what a police report might look like.

   On June 9, 1978, at 10:30 p.m. while on routine patrol, Officer Garza noticed smoke coming from the "Bar-B-Q-Pit," a restaurant located at 2316 Paloma. Officer reported the fire to the police dispatcher and asked for help from the fire department. Officer then observed a man running from the rear parking lot of the "Bar-B-Q-Pit." Officer turned on his flashing lights and siren and started following the man. Upon catching up with him, he pulled the car over to the side of the road. The suspect had then crossed the street trying to get away. The officer gave chase on foot and caught the suspect. Officer Garza read him his rights and placed the suspect under arrest.

3. Tell the group the man's name is Harold Doe, and he is 18 years old. Ask them what they think has happened.

   a. Could the fire have been an accident?

   b. Why did Harold run if it were?

   c. Could the fire have been set on purpose?

   If the man has committed a crime, ask the group what they think the crime could be.

   a. Is it setting fire to the restaurant?

   b. Was he seen doing this?

   c. Was he evading arrest by running away?

   Ask: "What is the act of setting fire to a building called?" After their responses, tell the group that setting fire to a building is

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called arson. Arson is a serious crime called a felony. Tell the group we will go on with our story and see what happens to Harold Doe.

4. Show transparency of man being handcuffed.

   Ask: What is happening there? Explain that Harold Doe was handcuffed and driven downtown to the police station to be booked.

   Show transparency of fingerprinting. The man arrived at the police station and was lined up with all the other people who had been arrested that evening. He was fingerprinted and they took his picture so that it could be placed on his record. On the record will be the suspect's name, description, the reason for his arrest, time he was arrested, the charge against him, fingerprints and his picture, etc.

   Show transparency of jail cell. What seems to be happening here? Harold was sent to a small cell with a bare bunk and left alone.

   How do you think he is feeling?
   What do you think will happen to Harold now?

   Harold then remembers he is allowed one phone call and asked if he could make it.

5. Ask for volunteers and let the children role-play the situation. Who would Harold call and how would he explain that he is in jail? Tell the group Harold will have to spend the night in jail unless he can post bond. Explain that bond money guaranteed by someone saying he will make sure the suspect will appear in court. Harold's bailbond is set for $1,000.00. Bondsmen usually get 15% so that means he would have to pay $150.00 in cash. Let the children enact the phone situation.

   Example: Dad: Hello
   Harold: Hey, Dad, I'm in jail.
   Dad: What" In jail? Etc.

   (The next step is for Harold to get a lawyer.)

Evaluation: The children will make a chart describing what happens after a crime has been committed and a suspect has been caught. List the sentences below on the board or write them on sentence strips (leave out the numbers). Have the children put them in order.

1. Crime is committed.
2. Police catch a suspect.
3. Suspect is read his legal rights.
4. Suspect is arrested.
5. Suspect is handcuffed.
6. Suspect is taken to police station.
7. Suspect is fingerprinted and mugged.
8. Suspect is taken to a jail cell.

Additional Activities: Let the children make their own fingerprints with a stamp pad and index cards. Take a field trip to a police station. Ask a police officer to come to speak to the class.

FIRE! FIRE!

ON JUNE 9, 1978, AT 10:30 P.M. WHILE ON ROUTINE PATROL, OFFICER GARZA NOTICED SMOKE COMING FROM THE "BAR-B-Q PIT," A RESTAURANT LOCATED AT 2316 PALOMA. OFFICER REPORTED THE FIRE TO THE POLICE DISPATCHER AND ASKED FOR HELP FROM THE FIRE DEPARTMENT. OFFICER THEN OBSERVED A MAN RUNNING FROM THE REAR PARKING LOT OF THE "BAR-B-Q PIT." OFFICER TURNED ON HIS FLASHING LIGHTS AND SIREN AND STARTED FOLLOWING THE MAN. UPON CATCHING UP WITH HIM, HE PULLED THE CAR OVER TO THE SIDE OF THE ROAD. THE SUSPECT HAD THEN CROSSED THE STREET TRYING TO GET AWAY. THE OFFICER GAVE CHASE ON FOOT AND CAUGHT THE SUSPECT. OFFICER GARZA READ HIM HIS RIGHTS AND PLACED THE SUSPECT UNDER ARREST.

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LESSON SEVEN

A FELONY

Purpose: To recognize serious crimes as felonies and to understand consequences.

Concept: Felonies

Time: 45-60 Minutes

Objectives:

1. The student will be able to define felony.
2. Student will identify certain crimes as felonies.

Activities:

1. Tell the students the crime that they had been discussing in previous lessons was arson. Ask: "Is arson a major crime? Why do you think so?" Bring up that arson is serious because it is a crime that destroys much property and can injure many people. Develop the idea of a felony being a very serious crime. Ask the students to look up the word felony in their dictionaries and give some more examples of felonies, i.e., murder, rape, etc.
2. Collect several copies of a recent newspaper. Try to find those with articles that have major felonies the students could readily identify. Divide the students into groups. Tell the groups to read and find articles with an example of a felony. Remind them that a felony is a serious crime.
3. Let the spokesperson for the group tell the major facts about the crime they found and why they think it is a felony.

Evaluation: After Lesson 8.

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LESSON EIGHT

FELONIES AND MISDEMEANORS

Purpose: To find the difference between a felony and a misdemeanor offense and to find the difference in their consequences.

Concept: Felonies and misdemeanors

Time: 45-60 Minutes

Objectives:

1. The student will state the difference between a felony and a misdemeanor.
2. Students will identify certain crimes as felonies or misdemeanors.

Activities:

1. For review, ask the students to tell what another name for a serious crime is. (It is a felony.) Tell them there is a name for less serious crimes. It is a misdemeanor. Ask the children for some examples of what they think a misdemeanor is, i.e., drunken driving, traffic offenses, etc.
2. Write a list of crimes on the board and discuss why they are considered misdemeanors or felonies.

(Make sure the following crimes are introduced and discussed.)

treason	burglary
kidnapping	arson
shoplifting	false alarm
drunken driving	credit card abuse
speeding	capital murder

Teacher Information

OFFENSE	PUNISHMENT
(Felonies)	
Capital Felony	Life imprisonment or death penalty
First-degree felony	Life or 5 to 99 years
Second-degree felony	2 to 20 years and an optional fine up to $10,000
Third-degree felony	2 to 10 years and an optional fine up to $5,000
(Misdemeanors)	
Class A	Fine up to $2,000 and/or one year or less in jail
Class B	Fine up to $1,000 and/or 180 days or less
Class C	Fine up to $200

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Evaluation: Students prepare a crossword puzzle on felonies and misdemeanors.

Write a short definition of felony and misdemeanor and give two examples of each.

LESSONS NINE, TEN, ELEVEN

THE JUVENILE OFFENDER

Purpose: To find out how laws affect juveniles.

Concept: Juvenile delinquents

Time: 40-60 Minutes Each

Objective: In a paragraph, the student will describe what can happen to a juvenile offender.

Activities:

1. Explain to the students that up to now we have been concerned with the law and how it affects adults. Since children are not adults there must be another way to deal with those children who break the law. Explain that in Texas the laws that deal with children are in a Juvenile Code. Write "Juvenile Code" on the board. Ask the student to define "adult." This is one who is 17 or older according to Texas Juvenile Law. Ask the student to tell you who a juvenile would be. In Texas one who is 10 to 17 is a juvenile. Explain that in certain cases a juvenile may be "certified" or tried as an adult. To be certified, the juvenile must be at least 15 when the crime was committed and the offense must be one where there was serious bodily injury or there was a threat to someone's life.

2. Explain to the students that all laws affect children and just because you may not know about the law does not mean it's all right to break it. Now, we will be talking about some of the areas where students your age are most likely to get involved. Start 2 columns under "Juvenile Code" on the board (or transparencies). Label one column "offense," and one column "definition."

3. Tell the students to think about some offenses that affect juveniles. Divide the class into small groups and allow time for students to brainstorm some offenses. Tell them that tomorrow we will list and define some of the most important ones. (This would be an excellent opportunity to ask some one from your county juvenile probation department to come and speak to your class.)

LESSON TEN

Activities:

1. Use the offense chart from Lesson Nine. Ask: What offenses did you think of that juveniles are sometimes involved in? Have them write two or three on paper and turn them in. (Hopefully you will receive some of the following.)

2. Begin the list with student suggestions. Then add to the list:

Offense	Definition
Truancy (Skipping school, playing hooky)	When a juvenile is found out of school during regular school hours without an excuse he can be picked up by a police officer. If he has at least three unexcused absences in a one month period, or ten unexcused absences in a six month period, he can be arrested for truancy and taken to juvenile court.
Hitchhiking	It is against the law in Texas to hitchhike. You can be arrested if you are seen hitchhiking by a police officer.
Runaway	If you are under 17 and leave your parents home without permission for over 48 hours and you do not intend to return, you can be arrested and taken to juvenile court.
Drugs and Liquor	For a juvenile possession and use of drugs, liquor or inhalant is illegal. Marijuana, pills, glue, and alcohol are all illegal in the hands of someone 10 to 17. You can also be arrested and taken to court if you have narcotics paraphanalia such as a syringe, clips or pipes.
Vandalism	In Texas vandalism is called Criminal Mischief. This is where someone goes out and destroys property of others and it is against the law. The punishment depends on how much the property was worth.

3. Take each of these additions separately. Ask the group how they would define, e.g., truancy. Go into the details of absences and time periods. Discuss the rest in the same fashion.

4. Tell the children you will continue the lesson tomorrow. Ask them to begin thinking about what kind of punishment is appropriate for the above offenses.

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LESSON ELEVEN

Activity: 1. Continue to list offenses and their definitions. Discuss them thoroughly. Use the following:

Offense	Definition
Auto Theft	Using a car without the owner's permission is against the law. If you are even in a car that is stolen and not driving you are still breaking the law. Auto theft offenders are arrested and sent to juvenile court.
Stealing	Here are some forms of stealing:
Burglary	Burglary is entering someone's property without his permission. It can be as simple as cutting across a backyard against the owner's will.
Robbery	Robbery is when you threaten someone and take something from him.
Shoplifting	Shoplifting is taking something from a place of business without paying for it. It is also against the law to buy or receive property that has been stolen. All these offenses can get you arrested and taken to court. The punishment depends on the value of whatever was stolen.
Assault	If you intend to hurt someone by hitting him and sometimes even if it was just an accident, this is an offense called assault. It doesn't matter who starts the fight. All the people who are involved can be taken to Juvenile Court.

2. Explain to the students that we have talked about crimes and penalties and found out about being arrested and taken to court as an adult. Now in juvenile court if you are found guilty what do you think happens? Are there jails and prisons for children? Find out what the students think. Tell them that these are the things that can happen to a child who has been proven a juvenile delinquent or a child in need of supervision. Show a transparency.

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If you are found "guilty" in a juvenile court:

a. A judge can let you go home with your parents and place you on probation. You will have to check with a probation officer and stay out of trouble.

b. A judge can send you somewhere else like to a foster home so that you could not go back to the same problem that started the trouble.

c. A judge can send you to a minimum security private school or institution.

d. A judge can send you to a minimum security home used by the juvenile court.

e. A judge can send you to a state school.

Evaluation: Each student is to write a story about an eleven year old girl or boy who commits an offense. Tell what happens when he is caught and how everything turns out.

IF YOU ARE FOUND "GUILTY" IN A JUVENILE COURT:

A. A JUDGE CAN LET YOU GO HOME WITH YOUR PARENTS AND PLACE YOU ON PROBATION. YOU WILL HAVE TO CHECK WITH A PROBATION OFFICER AND STAY OUT OF TROUBLE.

B. A JUDGE CAN SEND YOU SOMEWHERE ELSE LIKE TO A FOSTER HOME SO THAT YOU COULD NOT GO BACK TO THE SAME PROBLEM THAT STARTED THE TROUBLE.

C. A JUDGE CAN SEND YOU TO A MINIMUM SECURITY PRIVATE SCHOOL OR INSTITUTION.

D. A JUDGE CAN SEND YOU TO A MINIMUM SECURITY HOME USED BY THE JUVENILE COURT.

E. A JUDGE CAN SEND YOU TO A STATE SCHOOL.

LESSON TWELVE

WHAT CAN I DO?

Purpose: To culminate activites previously learned about citizenship and how we can be better citizens.

Concept: Crime Prevention

Time: 45-60 minutes

Objectives: Students will identify ways in which we can all become better citizens by drawing a picture to describe one way.

Activities:

1. Gather all the students around so that you will be able to have a complete discussion with them about what they have learned about crime and the criminal system. Find out from the students how they think many of the problems of crime can be avoided. List the different ways on the board.

2. Ask questions like the ones below to stimulate your discussion:

   How can a citizen help better his community?

   Should you report offenses if you see them?

   How can you help officers at the scene of a crime?

   If you see a crime, what can help you be a good witness?

   How can you help stop crime in your area?

3. After discussing all the different answers completely, review all the ways you have listed and make sure they are all understood.

Evaluation: Let each student draw a picture of something he sees as a part of good citizenship.

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SOME FELONIES AND MISDEMEANORS

FOR YOUR INFORMATION

Capital Murder - - - - Capital felony

Murder - - - - 1st degree felony

Voluntary Manslaughter - - - - 2nd degree felony

Involuntary Manslaughter - - - - 3rd degree felony

Criminally Negligent Homicide - - - - Class A Misdemeanor

Kidnapping - - - - 3rd degree felony

Rape - - - - 2nd degree felony

Arson - - - - 2nd degree felony

Criminal Mischief	0	-	$5 - - - -	Class C
and	$5	-	$20 - - - -	Class B
Theft	$20	-	$200 - - - -	Class A
	$200	-	$10,000 - - -	3rd degree felony
	$10,000	&	Over - - - - -	2nd degree felony

Robbery - - - - 2nd degree felony

Burglary - - - - 2nd degree felony (1st if building is a habitation or if burglar is armed or injury occurs)

Unauthorized use of vehicle - - - - 3rd degree felony

Credit Card Abuse - - - - 3rd degree felony

Issuance of a bad check - - - - Class C Misdemeanor

Perjury - - - - Class A Misdemeanor

False Report to a Peace Officer - - - - Class B Misdemeanor

Resisting arrest or search - - - - Class A Misdemeanor

False Alarm or report - - - - Class A Misdemeanor

Cruelty to animals - - - - Class A Misdemeanor

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